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ABSTRACT

In an effort to revitalize the state's economy through the diversification of industrial and service-oriented businesses, the Iowa General Assembly funds community college outreach programs to business and industry. At Des Moines Area Community College (DMACC), industry outreach is administered by the Economic Development Group (EDG), an entrepreneurial center that employs 45 training consultants and support staff who travel throughout the service district to help businesses remain competitive. The EDG offers short- and long-term intensive training, helps firms reduce start-up time, and provides affordable services. The program is designed to develop jobs, train the work force, and accelerate economic growth in the businesses and in the community. EDG components include two new business incubators, a marketing center for the products and services of Iowa businesses, a procurement center to assist small businesses in obtaining federal contracts, and continuing education and contract training divisions. The EDG has resulted in the formation of flexible training partnerships between DMACC and area businesses, such as Firestone Tire and Rubber Company. A report on the EDG, with special focus on DMACC's partnership with the Firestone tire plant, is attached. Constituting the bulk of this document, the report includes sections on the history of DMACC's partnerships with business, information on current DMACC/labor-management partnerships, an outline of EDG components, a discussion of the impact of plant closures, and guidelines for developing EDG programs. (JMC)

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TRAINING WORK FORCES DURING CHANGING TIMES

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Paper presented at, and handouts prepared for, the American Technical Education Association's 26th National Conference, Fort Worth, TX, March 16-19, 1989.

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TRAINING WORK FORCES DURING CHANGING TIMES

By Jerry Collingwood, Margaret Cutlip and Robert Lee

During the early 1980's, Iowa was a state undergoing drastic social, political, and economic changes. Historically a farm state, Iowa was experiencing a crisis that resulted in the loss of family farms, bank failures, and the closing of related industries. The recession produced by this crisis left thousands of Iowans jobless and created an exodus of Iowa's educated and productive work force.

In an effort to revitalize the state through diversification of industrial and service-oriented businesses, the Iowa General Assembly initiated innovative programs to be implemented through various state agencies, including 15 area community colleges. The mission statement of Des Moines Area Community College (DMACC) provided the framework for building programs designed to improve "the quality of life, the economic conditions, and the public welfare of Iowa" -- with special emphasis on economic development outreach.

Des Moines Area Community College, Iowa's largest comprehensive community college and fourth largest institution of higher education, currently enrolls 10,000 credit and 50,000 noncredit students. The college serves eleven counties, encompassing an area of 6,500 square miles, with more than 450,000 persons residing in 117 communities. Representing 11% of Iowa's land mass and approximately 20% of Iowa's population, this central Iowa area is known as the Golden Circle, a marketing and promotional entity supported by area chambers of commerce, business and industry, education and government organizations. Des Moines Area Community College employs 550 faculty and staff, offering 72 technical training programs leading to jobs or transfer, to four-year institutions.

The College's innovative outreach program to business and industry is administered by the Economic Development Group (EDG), a major college division that was created in 1983. The Economic Development Group is, in effect, an entrepreneurial center for the College that employs 45 training consultants and professional support staff that crisscross the service area daily to help businesses remain competitive. The Economic Development Group has broadened DMACC's economic base with increased revenue which benefits students and faculty alike. Revenue from EDG has provided funding for a state-of-the-art media center and has supported salary increases. More important, DMACC's reputation as an institution connected to and supportive of economic development, has increased its enrollment. In 1986, the Group received one of the three highest national awards presented by the American Association of Community and Junior Colleges for its role in attracting the national Greyhound accounting headquarters to West Des Moines and for training their 800 new employees. The college was one of the founding members of the Mid-America Training Group (MATG). Fifteen of the Midwest's most dynamic community colleges and the Industrial Technology Institute of Michigan cooperate to research, design, and develop training materials and programs which are aimed at lowering the risk of implementing advanced technology. The benefits are equally clear for business and industry. The highly trained faculty of DMACC functions as a resource pool for the business community and provides education and technical training, either on site or within easy commuting distance. Finally, by offering customized training through a flexible training center, EDG is able to offer short and long-term intensive training, reduced start-up time, and unique services that are affordable.

The Economic Development Group includes the following divisions:

GOLDEN CIRCLE INCUBATOR, located on DMACC's Ankeny campus, was created to provide an environment for the development of new business ventures by using varied business and technological support systems that promotes growth.

CIRCLE WEST INCUBATOR is a rural based support system that provides isolated new businesses with start-up counseling, training, and general support lifelines.

GOLDEN CIRCLE SATELLITE CENTER, located on DMACC's Urban Campus, is an integral part of the Iowa Satellite System, Iowa Department of Economic Development, and provides a marketing center for the products and services of Iowa businesses.

PROCUREMENT CENTER, located with the Satellite Center, was created in cooperation with the Federal Small Business Administration to assist small Iowa businesses in obtaining federal contracts and subcontracts.

CONTINUING EDUCATION DIVISION offers lifelong learning experiences in a variety of credit and noncredit educational activities for career or supplemental vocational education to individuals for possible job change, job advancement, or job recertification.

CONTRACT TRAINING DIVISION tailors training to meet the specific needs of a business or an organization. Training consultants follow a six-step process as they work directly with managers, supervisors and workers to focus on a problem and develop a training solution. This process, which does not need to be followed sequentially, includes 1) analysis of the company or target group; 2) training needs assessment based on job analysis, or interest survey; 3) identification of training outcomes; 4) training program design, development, and delivery method; 5) implementation; and 6) evaluation of the training to ensure a program's success. The contract training consultant is also

responsible for budget compliance, differentiating a program by the funding source and the participant's job status into these categories: industrial new jobs training, contract training, and targeted training.

The Industrial New Jobs Training Program is the most innovative program in the nation for creating jobs. Iowa's General Assembly responded to stemming the recession by enacting the Industrial New Jobs Training Act, commonly known as House File 623 (HF623). Intended to attract new business to Iowa, while encouraging existing business to expand, the HF623 program funds training for business by diverting one and one-half percent of gross payroll from the withholding taxes of the new jobs generated by the company and by applying incremental property taxes created through capital expansion in support of the new jobs. The community college, in turn, issues ten year training certificates to fund start-up training. The employer pays nothing for the program because the revenue comes from the taxes ordinarily paid, with or without the program. By providing funding for training, the General Assembly believed HF623 would decrease unemployment and worker turnover, and thereby increase productivity.

Contract Training Programs are tailored for specific training and material requests of a business, a governmental agency, or an individual which meet the needs of all employees. The contracting entity is billed directly by EDG for training and services requested.

Targeted Training Programs are primarily funded with federal or state grant monies to provide training for a select group of people that may or may not be currently employed.

Iowa is now a state recovering from a severe economic crisis. But, as we move toward the year 2000, Iowa remains a state undergoing drastic changes. As Iowa's employment becomes more diversified, more dependent on industrial and service-oriented businesses to reduce unemployment, the relationship between DMACC and the business community becomes increasingly important. That relationship, conceived to help Iowa weather an economic crisis, has resulted in the formation of flexible training partnerships between DMACC and area businesses, such as Firestone Tire and Rubber Company.

Firestone began as a 12 man shop outfitting buggy tires in West Virginia and peaked in the 1970's with a national work force of 110,000. The Des Moines Firestone plant was built in 1945 to produce special purpose military tires for the United States Government. This plant has produced more than 1-1/2 million tires and carries inventory weight of over 800,000 pounds of rubber including approximately 120,000 pounds of retread and ship out rubber. With a capital expenditure budget of $5.5 million in fiscal 1988, long range plans focus on commercial products such as truck, tractor, and flotation tires.

When the work force, which is represented by the United Rubber Workers, Local 310, and the International Brotherhood of Electrical Workers, Local 347, received a plant closure notice in January 1987, state and local agencies rallied to save more than 600 jobs for central Iowa. During this time, EDG training consultants were assisting the Des Moines Dislocated Worker Center staff to develop new career training programs. Then, overnight, the plant's closure notice was withdrawn and an expansion plan announced that would require productivity training for 1250 persons.

Staff from the Economic Development Group and Firestone integrated state and corporate programs to orient 459 new employees in safety and on-the-job training, train line supervisors and union stewards for fork lift operation and

safety, increase skills of maintenance staff in welding and electrical motor control, and provide tire builders with statistical process control training.

Established in 1984, the Firestone training center is under the direction of the plant engineer and is guided by a training committee representing all major crafts to provide home study, in-house, and contract training programs. A home study program allows the employee to pace learning within a given time, using corporate video tapes and materials. To advance to the next module, the employee must achieve an 80% test score. Most in-house training is led by vendor trainers on the operation and maintenance of equipment, new materials, or new process. Classes vary from 12 to 15 persons, from 4 to 40 hours, and may be lecture, hands-on, or a combination of methods. Contracted training is provided by the Technical High School, National Education Center, and Des Moines Area Community College. Firestone enjoys 96% employee participation in contract training - more than 55,000 hours. A class is limited to 12 people for two reasons: to provide greater individual assistance; and, a point to remember, to maintain personnel for "service to production", the motto and purpose of the maintenance staff.

In Industry Week, John S. McClenahen stated that most persons will change jobs five to six times in their work life; that by the year 2000, 5 to 15 million manufacturing jobs will require different skills; and, that 1.5 million displaced workers per year will require training to reenter a work force. When Bridgestone purchased Firestone in 1988, President Akira Yeiri said, "The plan is to make Firestone Tire Company the most technologically advanced tire company in the world." (Des Moines Register, April, 1988) These projections support the need for work force literacy and technical skill training to keep a work force in step with changes in the workplace.

The Economic Development Group is building a partnership similar to Firestone's with 110 companies that represents 7,284 jobs with a first year

entry level payroll of $87 million. These companies will add $66 million in facility construction and $76 million in machinery and equipment to the incremental tax rolls of counties located in Iowa's Golden Circle.

Successful corporate/college partnerships will benefit all Iowans, directly or indirectly, and will help Iowa flourish by the year 2000, and beyond.

Jerry Collingwood is Executive Director and Margaret Cutlip is Training Consultant in the Economic Development Group, Des Moines Area Community College, Ankeny, Iowa. Robert Lee is Director of the Training Center, Firestone Tire and Rubber Company, Des Moines, Iowa.

TRAINING WORK FORCES DURING CHANGING TIMES

We're Building a Partnership

GENERAL OUTLINE

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C. Firestone Facts
D. Description of Presentation

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- Formation of Economic Development Group
- Iowa's Industrial New Jobs Training Act
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- Iowa's Growth in New Business Start-ups
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- Golden Circle Incubator
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- Contract Training
- Federal Procurement Analysis Program
- Golden Circle Area Labor-Management Committee
- Mid-America Training Group

D. Plant Closures
- Importance of 100 Industrial Workers
- When is the Plant in Trouble?
- Developing a Retraining Program
- 1988 Programs

III. Training Program Guidelines

A. Economic Development Group
- Contract Training Unit
- Industrial New Jobs Training
- Contract Training
- Targeted Training
- Training Guidelines
- Questions for Successful Training
- Job Description
- Job Performance Standard
- Job Performance Evaluation
- Training Plan
- Train-The-Trainer
- Benefits of Training Partnerships

B. Excerpts from Firestone Tire Company Training Program

DMACC FACTS

Background

Des Moines Area Community College, the largest of the fifteen community colleges in Iowa, has campuses in Ankeny, downtown Des Moines, Carroll and Boone. Founded in 1966, it is a comprehensive community college that serves eleven counties in central Iowa and parts of ten additional counties.

Highlights

- Iowa's fourth largest higher education institution
- Nine member publicly elected board
- Serves residents in 6,500 square miles of central Iowa, 11 percent of Iowa's land area

Operations/Facilities

- Operating budget: $24,000,000
- Campus area: 334 acres; 25 major buildings

Academic Programs

- Open enrollment policy, providing program requirements are met
- 1,286 students awarded degrees and diplomas FY/87-88
- 15 two-year college transfer career option degree programs, 54 vocational/technical degree/diploma programs, and 46 specialist certificate programs.
- 20,374 GED graduates since 1966.

Students

- 18,511 total (unduplicated) in credit programs FY/87-88
- 35,000 non-credit continuing education students
- Average student age, 29 years
- Female – 60%
- 91% of graduates seeking employment found jobs
- 92% of Graduates who are employed are employed in Iowa

Tuition and Fees

$37.95 per credit hour

General Information

1-800-362-2127, ext. 6241
1-515-964-6241 Information Center

Economic Development

- 6,000 new jobs created in central Iowa through Iowa New Jobs Training Program 1983-87
- 5,000 + participants in customized contract training in 1987-88
- 15 new businesses in Iowa's **only** small business incubator located on a college campus

Services to Special Populations

- Minority Affairs Office
- Women's Resource Center
- Three Displaced Homemakers Centers in Des Moines, Carroll and Boone
- Yearly serve 3,000 handicapped or disadvantaged students
- Three adult literacy projects
- Three high school drop-out prevention programs

National Awards

- One of two community colleges to receive USIA Fulbright-Hays University Affiliation Grant
- First Place National "Keep America Working" award
- $2.5 million in competitive grant programs FY 87-88
- One of six colleges with Ford Motor "Phase 2" automotive training
- 169 national DECA, VICA, OEA, and HOSA awards for outstanding student performance in vocational/technical fields

DMACC FACTS Continued

Officers

Joseph A. Borgen
President

Virginia Loftus
Executive Director
District Administration

Tom Clarkson
Vice President
Institutional Relations

Ann Schodde
Vice President
Development Services

Jerry Moskus
Executive Vice President
Educational Services

Clyde Kramer
Vice President, Economic
Development Group

Don Zuck, Vice President
Business Services

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Harold K. Belken

DeVere Bendixen

Susan Clouser

Lloyd Courter

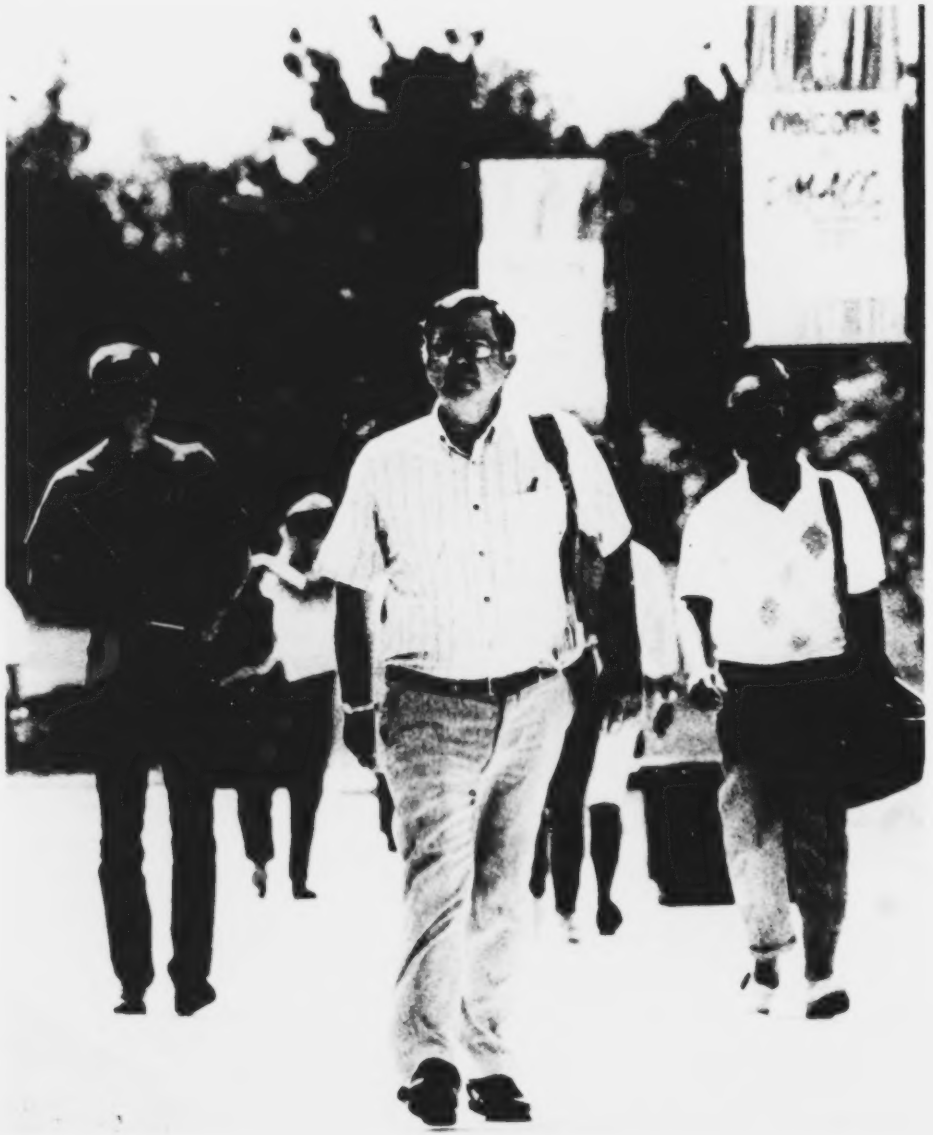
Richard T. Johnson

Eldon Leonard

Jasper Risdal

Doug Shull

Nancy L. Wolf



FIRESTONE FACTS

The Beginning of Firestone

Firestone began as a 12-man shop outfitting buggy tires in West Virginia at the turn of the century, and peaked in the 1970s, employing more than 110,000 employees (Des Moines Register, April, 1988)

Introduction

Ground was broken for the Firestone tire plant in Des Moines, Iowa in October, 1944, with the first locally assembled tire being cured April 15, 1945. Since then, over 131 million passenger, tractor, truck and A-2 earthmover tires have been cured.

Location

The plant is located on 105 acre site in the heart of the midland in central Iowa. (327 miles west of Chicago, 252 miles south of Minneapolis, 132 miles east of Omaha and 195 miles north of Kansas City) at the crossroads of two interstate highways, I-35 & I-80. In addition to the two interstate highways, the transportation needs of the area are met by the Chicago-Northwestern, Norfolk & Western, and Burlington-Northern railroads and the Des Moines Municipal Airport which is serviced by five major U.S. Airlines.

History

The Des Moines plant was built by Firestone for the Government to produce special-purpose military tires. Ground was broken in October, 1944, and the first tire was produced in April, 1945. After the war Firestone continued to operate the plant and purchased the entire facility from the Government in 1948. Since then the orignial 243,000 square foot plant has been expanded several times.

Today, the Des Moines plant has an available capacity of 16,020 tires/day which develops in daily warehoused weight of 920,700 lbs. including 124,500 lbs. of retread and shipout rubber.

PRODUCTS PRODUCED

The Firestone Des Moines Plant Produces:

- Passenger Bias tires/tempa-spares
  - 2 + 1 Tread ply.
  - 4 Ply
  - 2 Ply
- Rear Tractor Tires – Bias, Large (RA)
- Rear Tractor Tires – Bias (QA)
- Off-the-Highway Bias Truck (A3A)
- Intermediate Tractor (PA)
- Front Tractor (MA)
- Radial Rear Tractor
- Medium Truck Tire (A X 4, A3B)
- Small Truck (A5)

LABOR CONTRACT

Workers at the Des Moines Plant are represented by the United Rubber Workers, Local 310 and the International Brotherhood of Electrical Workers, Local 347. The current contracts are in effect until April 20, 1989, and April 25, 1989 respectively.

FUTURE OUTLOOK

The Des Moines Plant has completed several major projects in the past year and has initiated and planned new projects which focus upon the Commercial Products Business. These projects include increasing production capacity in heavy truck, medium truck, light truck, front tractor, intermediate tractor, rear radial tractor, and flotation tires. The total plant capital expenditures for Fiscal 1987 was 5.5 million dollars and budgeted capital expenditures of 5.5 million dollars for Fiscal 1988.

FIRESTONE FACTS Continued

The major projects are as follows:

- Medium Truck Tire Program
- Light Truck Tire Program
- Front Tractor Tires
- Intermediate Tractor Tires
- Electron Beam Precure
- Plan Enhancement Program
- Radial Tractor Tires
- Single Bead RA Tires
- 91"/100" BOM's
- Increase Commercial Tire Capacity
- Off Highway Duplex Radial Tire

According to Bridgestone's President Akira Yeiri, the plan is to make Firestone Tire Company the most technologically advanced tire company in the world (Des Moines Register, April 1988.)

STAFF MANAGEMENT

B. E. Young
Manager, Commercial Operations

F. L. Patton
Production Manager

J. L. Santi
Production Control

A. C. Policy
Plant Engineer

P. J. Fay
Quality Assurance

R. P. Wasson
Process Engineering

A. H. Ager
Industrial Engineering

R. R. Cox
Controller

K. Baker
Human Resource

AERIAL VIEW OF FIRESTONE TIRE COMPANY'S DES MOINES OPERATION

DESCRIPTION OF PRESENTATION

Program Title: Training Work Forces During Changing Times

Program Description:

Discover how to use job training legislation and cooperative training initiatives between management, labor and education to develop jobs, train work force, stay competitive and accelerate economic growth in your organization and community.

Objectives:

1. Identify job training opportunities that are accelerating economic development in Iowa.
2. Relate the cooperation between a community college and a business or agency to deliver customized training.
3. Present a model training program that supports and promotes labor and management cooperation for job stability, company profitability and future growth for all.

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Des Moines, Iowa 50305
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OUTLINE: IOWA RESOURCES

II. Iowa Resources

A. History of DMACC/Labor-Management Partnership

- DMACC/Firestone Partnership
- Formation of Alliance
- Formation of Economic Development Group
- Iowa's Industrial New Jobs Training Act

B. Current DMACC/Labor-Management Partnerships

- Iowa's Growth in New Business Start-ups
- State Resources and Incentive Program
- 9,000 Non-Incentive Positions Involved
- Summary of 623 Program

C. The DMACC Component of the Partnership

- Continuing Education
- Golden Circle Incubator
- Rural Incubator
- Golden Circle Satellite Center
- Contract Training
- Federal Procurement Analyst Program
- Golden Circle Area Labor-Management Committee
- Mid-America Training Group

D. Plant Closures

- Importance of 100 Industrial Workers
- When is a Plant in Trouble?
- Developing a Retraining Program
- 1988 Programs

The Mid-America Training Group

A major factor in a company's competitive edge is employee productivity. And to be productive employees must be skilled.

Community colleges have developed a strong reputation for responding to the specialized training needs of business, industry, labor and government in their district.

But organizations often operate across many community college districts. That is why 12 of the Midwest's most dynamic community colleges have pooled their resources to form the Mid-America Training Group.

Credibility and Capability

The Mid-America Training Group forms a five-state reservoir of resources to meet every client's employee training needs. Its resources include:

- A quarter-billion dollar investment in people, facilities, equipment and expertise.
- Over 5,000 employees with knowledge spanning tens of thousands of subjects.
- Collective training experience spanning 250 years.
- A successful track record serving such clients as Midas Muffler, General Motors, and the City of Evanston, Illinois.

Flexibility and Responsiveness

Though the group's credentials are impressive, the commitment and capability behind them are even more impressive. The consortium offers you:

- Flexibility – training at your site or ours.
- Responsiveness – programs that can be set up within days of initial contact.
- Innovation – a combination of courses tailored to your needs.

Full Range Educational Services

The core of the Mid-America Training Group is customized training. That means:

- Timely and affordable programs.
- One-contact, full-service access to a complete training network.

- Assistance in proposal development for funding individual and collaborated training efforts.
- Individual and group career counseling.
- Assessment of training needs and employee's skills.
- Survey and statistical research.
- Access to resources of all members, including teleconference sites, labs and theaters.

Who composes the Mid-America Training Group?

The Mid-America Training Group is a consortium of the following Midwest community colleges:

- Cuyahoga Community College, Warrensville Township, Ohio
- Des Moines Area Community College, Ankeny, Iowa
- Eastern Iowa Community College, Davenport, Iowa
- Kellogg Community College, Battle Creek, Michigan
- Lorain County Community College, Elyria, Ohio
- Macomb Community College, Warren, Michigan
- North Central Technical Institute, Wausau, Wisconsin
- Rock Valley College, Rockford, Illinois
- Sinclair Community College, Dayton, Ohio
- Triton College, River Grove, Illinois
- Rochester Community College, Rochester, Minnesota
- St. Louis Community College, St. Louis, Missouri
- Industrial Technology Institute, Ann Arbor, Michigan

For more information about the Mid-America Training Group and how to utilize this network, contact:

Margaret Cutlip
DMACC
515-964-6365

HISTORY OF DMACC/LABOR-MANAGEMENT PARTNERSHIP

DMACC/Firestone Partnership

The Firestone-DMACC partnership began with the Central Iowa Area Labor-Management Committee organizational meeting held in Des Moines on October 20, 1982. Key figures in the area present at the meeting were Harold Gold, Federal Mediation and Conciliation Service whose topic was "F.M.C.S. Involvement in Labor-Management Committee and the Labor-Management Cooperation Act of 1978." Also, Joe Gershenfeld, Director, Communication and Research, Michigan Quality of Work Life Council who discussed "Area Labor-Management Committees."

Formation of Alliance

Des Moines Area Community College President Dr. Joe Borgen moderated a question and answer panel consisting of Mr. Gold, Mr. Gerschenfeld, Mr. Perry Chapin, South Central Iowa Federation of Labor, Mr. William Stauffer, Northwestern Bell and Mr. Dutch Kleywegt, DMACC.

A result of this meeting was an alliance which was formed and is alive and well today. The original group has been enlarged and membership changes occasionally but the mission remains. Original participants like Perry Chapin and Joe Borgen are involved and active.

Formation of Economic Development Group

In 1983, the DMACC Board accepted the recommendation of Dr. Borgen and formed the Economic Development Group which included a position responsible and committed to the cooperative relationship of labor-management and any contribution that DMACC could offer.

Iowa's Industrial New Jobs Training Act

At the same time the Iowa legislature, recognizing our economy was in trouble, created legislation known as "Iowa's Industrial New Jobs Training Act." This economic incentive to add new jobs in Iowa is one of a kind in the United States today. It takes a portion of the state withholding tax generated by the new jobs and a real estate tax increment diversion, combines them, considers the fund generated by guaranteeing the support for the next 10 years and then permits the use of such generated funds for up front training.

This legislative incentive has the broad based support of labor, business, community based economic develoment groups, education, and state and local governmental agenices at all levels. It is so structured that it enhances federal supported programs such as Job Partnership Training Act, efforts involving certain Carl Perkins funds and state programs such as cooperation in projects with Iowa Job Service. For instance, one of our new jobs training agreements contained an agreement by which unemployed persons were first referred by Iowa Job Service before the company would go out and recruit new people into the industry.

CURRENT DMACC/LABOR-MANAGEMENT PARTNERSHIPS

Iowa's Growth in New Business Start-Ups

Within the last few months, it was announced that Iowa was leading the nation in the number of new business start-ups. We believe some of this is directly related to the economic development activities in Iowa. As an example, DMACC has been involved in assisting with 6,198 jobs added by 64 companies in the eleven counties in central Iowa. This is approximately ¼ of the Iowa effort.

State Resoures and Incentive Programs

On the state level, Iowa has perhaps one of the finest and most comprehensive approaches to fostering new and expanding business activity. The Iowa Department of Economic Development provides a centralized focus for the application of these programs to qualifying participants, with additional assistance coordinated with each potential local governmental entity.

9,000 Non-Incentive Positions Involved

We believe that this has also contributed heavily as a sign-off involving the training and retraining efforts of companies that are undertaken because they simply just make good common sense. To illustrate we have been involved in 9,000 jobs in this area which do not receive any financial incentives from any agency. This contributes heavily to retention of workers and to elevated feelings of self-worth. Consequently, employers receive the benefits of better trained, higher productive and better satisfied people. This is measured and recognized by Iowa people having one of the highest productivity levels in the country today.

Business Training Program

Iowa's program for business training is designed to be used as a package of resources to help companies lower costs of expanding their workforce or locating a new facility in the state. Two basic objectives led to the creation of this flexible and effective package of incentives:

(1) To encourage existing business to remain and expand in Iowa, and to attract new industries to locate new facilities in the state.
(2) To provide professional, competent training assistance which will improve the productivity of the workforce.

Several sources of aid are available which may be used singly or in combination to design a customized training program for each company. The implementation of training programs may also qualify the corporation for other incentives.

This program includes the following components:

(1) **Iowa Jobs Training Program**
The Iowa Jobs Training Program provides training and other services that may be necessary to train employees in new jobs. Most firms that produce products or provide services in interstate commerce are eligible.

The program is financed from revenue generated by the salaries and capital investment needed to support the new jobs. Available to small and large firms alike, there are no eligibility requirements for new employees.

Over 13,000 persons participated in the program during its first two years of operation, involving reimbursements of over $40 million.

(2) **Job Training Partnership Act**
Complementing the Iowa Jobs Training Program, JTPA is a federally-funded program that provides on-the-job training and reimbursement of eligible employee's salaries. In combination with the Iowa initiative, it may provide significant additional savings of up to 50 percent of wages paid.

(3) **New Jobs Tax Credit**
New and existing businesses which increase their employment by 10 percent and which have entered into a training agreement under Iowa's Jobs Training Program receive a tax credit toward their Iowa

CURRENT DMACC/LABOR-MANAGEMENT PARTNERSHIPS Continued

corporate income tax. The credit is equal to 6 percent of the taxable wages upon which an employer is required to contribute to the state unemployment compensation fund for each new job created.

(4) **Sales and Use Tax Exemption**
Sales and use tax on industrial machinery, equipment and computers has been eliminated for all companies.

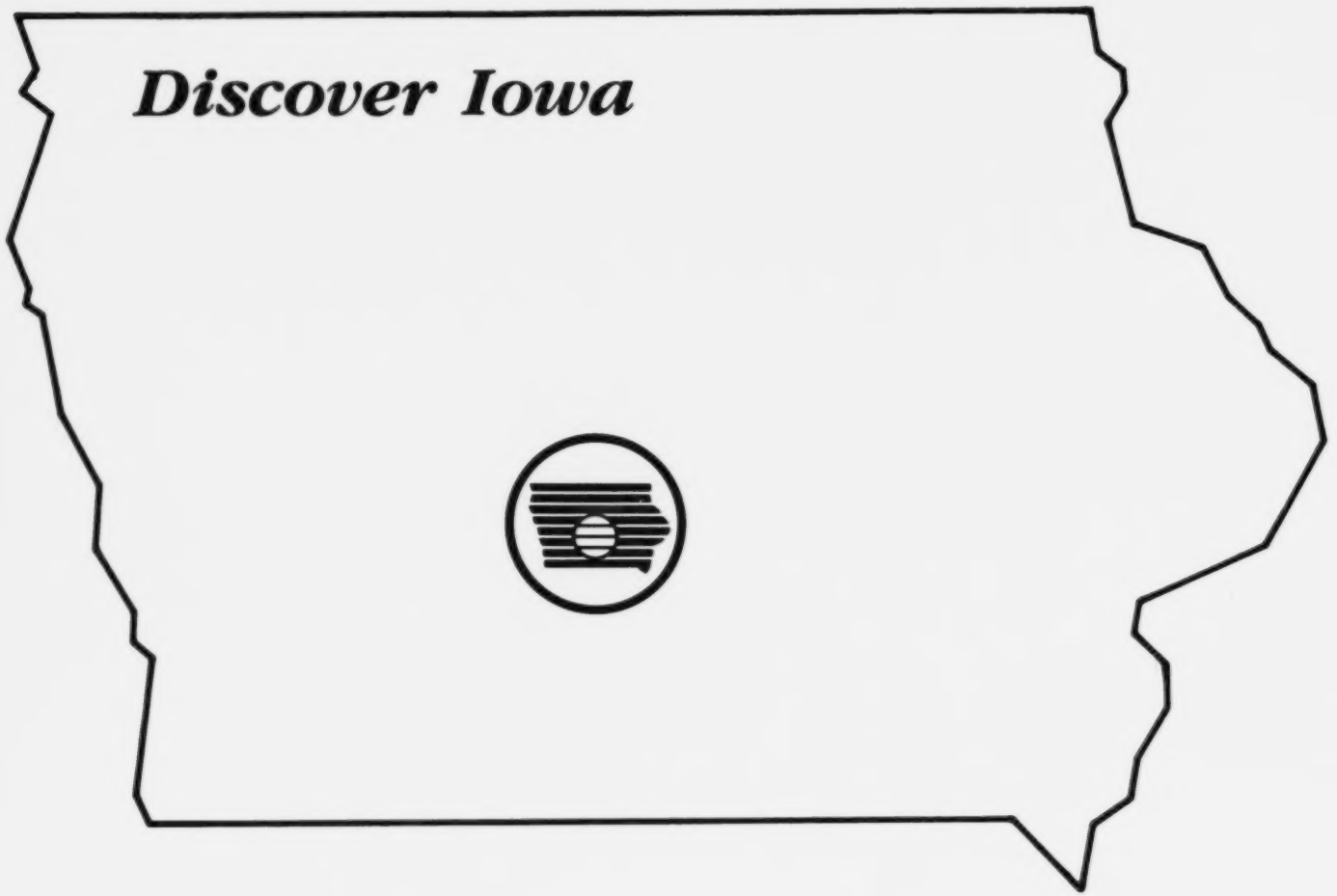
(5) **Vocational Education Funds**
Vocational education funds may be used to help in training and re-training employees in new or expanding companies in Iowa. The funds are available to reimburse travel, supplies and instructor salaries or fees needed for employee training.

(6) **Professional Training Assistance**
Iowa has 15 community college/vo-tech schools; three major state universities; and many private colleges and competent professional societies which can provide business training assistance as the programs are developed. The Iowa Jobs Training Program agreements must be initiated for businesses by the community/vo-tech colleges in Iowa.

* An example of potential savings using a combination of Iowa's training programs is detailed below.

The Iowa Example

Assumptions:	
New Facility Construction	$500,000
New Equipment Installation	$400,000
Capital Investment	$900,000
New employees needed – 70 workers	
At an average hourly rate of $5.00	
Total Estimated Annual Payroll	$728,000
Training Program Assistance	
Iowa Jobs Training Program	$123,965
Job Training Partnership Act (50% reimbursement)	$ 14,355
Instructor's wages for specific training	$ 6,989
Travel for new employees training	$ 1,820
New Jobs Tax Credit	$ 46,200
Minimum Total Reimbursement to Company in Iowa	$193,329



"Iowa State Resources and Incentive Programs available to the industry are many and varied, and include:

- *Iowa Business Training Program.*
- *Iowa Business Development Credit Corporation.*
- *Iowa Business Growth Company.*
- *Community Economic Betterment Account.*
- *Community Development Block Grant Program.*
- *Economic Development Set-Aside Program.*
- *Urban Revitalization Act.*
- *RISE Program.*
- *Iowa Small Business Loan Program.*
- *Iowa Product Development Corporation.*
- *Iowa High Technology Council.*
- *Iowa Export Finance Interest Buy-Down Program.*
- *Industrial Revenue Bonding."*

SUMMARY OF HF 623 PROJECTS BY FISCAL YEAR (7/1-6/30)

NO. NEW JOBS	TOTAL CERTIFICATE ISSUANCE	TOTAL ANNUAL PAYROLL FOR NEW JOBS
6,198	*$21,763,000*	*$68,742,708*

THE DMACC COMPONENT OF THE PARTNERSHIP

The Economic Development Group at DMACC includes many departments: Continuing Education, Golden Circle Incubator, Golden Circle Satellite Center, Rural Incubator, Contract Training, Federal Procurement Analyst Program, and the Mid-America Training Group.

Continuing Education

The Continuing Education unit of the Economic Development Group provides a wide range of educational activities. A variety of noncredit classes are conducted in Business Management, Office Occupations, Community Education through the Local Schools, Industrial and Technical, Labor Relations, Health, Adult Basic Education, Insurance, Real Estate, and Personal Computer Training. The Conference Center was designed especially for the lifelong learning experiences found in Continuing Education offerings.

Basic skills courses such as English as a Second Language and High School Equivalency preparation and GED testing are available throughout several locations. The Electrical Trades Program conducted for high school students is a cooperative effort between the college and Knoxville Community School District. Continuing Education offers an extensive number of courses in Career or Vocational Supplemental Education. These courses assist employees for possible job advancement or recertification. Seminars, workshops, and conferences are conducted throughout the Des Moines Area Community College District in cooperation with organizations, associations, and business.

For futher information on Continuing Education, please call (515) 964-6404.

Golden Circle Incubator

The Golden Circle Incubator provides low cost rent and numerous support services for new small business ventures in central Iowa.

Physical support includes utilities, telephones, copy machines, computers, furniture and janitor services. Additional management and consulting services are available in areas such as accounting, computer hardware and software, graphic art, manufacturing, marketing, financial planning and job training.

The Incubator's Board of Directors selects prospective tenants based on their business plan and completed application.

The Golden Circle Incubator currently has ten companies, with over 70 employees, housed in its facilities. There is space for another 10-15 companies.

The Golden Circle Incubator has as its purpose to provide a comfortable environment where a new business can become successful.

For information, contact the Golden Circle Incubator Director at (515) 964-6700.

Rural Incubator

The Rural Incubator is designed as an environment for the development of successful business ventures, as well as creating job opportunities and adding value to the Circle West area. The Incubator provides support services that tenants need to create a workplace that is productive and profitable. Success is dependent on the individual company, its own initiative, and ability to use the available resources productively. Tenant companies are private stand-alone enterprises, independent of the Incubator, operating on their individual corporate structure, resources, budgets, policies, procedures and goals.

Golden Circle Satellite Center

New to Des Moines Area Community College and the State of Iowa during the 1986-1987 year is the Iowa Satellite Center system. The system is composed of a Primary Research and Marketing Center, located at the Iowa Department of Economic Development, and fifteen regional satellite centers.

The Satellite Center, operated in cooperation with Iowa's Golden Circle Organization, provides assistance to Iowa businesses in marketing their

products and services, not only throughout Iowa but also in the national and international marketplace. The comprehensive computer database of Iowa products and services acts as an information network designed to facilitate sales transactions through a non-commissioned brokerage service. An Executive Director serves both organizations. The Golden Circle Satellite Center is located on the Urban Campus and has been integrated into DMACC's economic development efforts.

For further information, contact the Golden Circle Satellite Center Director at (515) 248-7257.

Contract Training

Des Moines Area Community College Economic Development Group assists business enterprises, government agencies, communities, and individuals with quality training and consulting services.

Economic Development Group training consultants will work directly with your managers, supervisors, and workers to assess needs, design training and then tailor the delivery of training to meet your organization's schedule and budget. This customized training may include materials to be developed and produced and specific classes to be held.

This list illustrates the type of services we have provided for area clients. Because of DMACC's resources, EDG can fulfill most requests for training and development.

Services Economic Development Group may Provide for Your Company

Management Consulting

Job Specific Technical Training

Machining Process
Equipment Maintenance
Welding
Electronics
Computer-Aided Design-Computer Aided Manufacturing (CAD-CAM)
Computer Numerical Control (CNC)
Programmable Logic Controllers (PLC)
Robotics
Pneumatics and Hydraulics
Clerical Skills
Blueprint Reading
Customer Service
Business Letter Writing
Business English Review
Computer Training-Keyboarding to Programming
Telemarketing
Telephone Techniques

Professional Development Training

Company Orientation
Pre-Employment Training
Quality Circles
Statistical Process Control (SPC)
Just-In-Time (JIT) Strategies
Safety
First Aid/CPR
Right to Know
Performance Review
Computer Literacy
English As a Second Language
Supervisory Skills Training
Management Training
Team Building
Supervisor As A Trainer
Conflict Resolution
Time Management
Stress Management
Materials Resource Planning (MRP II)

Training Materials and Process

Process and Procedure Manuals
Video Tape Development & Production
Computer-Based Training
Curriculum Development
Equipment Process Manuals
Employee Selection
Needs Assessment
Pre-Employment Assessment
Job Analysis

Federal Procurement Analyst Program

Introduction

The United States Government is the world's largest buyer of goods and services. Purchases by military and civilian installations and agencies exceed 180 billion a year, ranging from complex space vehicles to paper clips; janitorial services to cancer research. In short the Federal Government buys just about every category of commodities and services available.

The Small Business Administration (SBA) has the responsibility of making certain that Small Business obtains a fair share of Government contracts and subcontracts. SBA works closely with Federal agencies and the nation's leading contractors to carry out its procurement assistance

responsibilities through a number of programs.

SMALL BUSINESS CONCERN – A small business concern for the purpose of Government Procurement is a concern, including its affiliates, which is independently owned and operated, is not dominant in the field of operation in which it is bidding on Government contracts and can further qualify under the criteria concerning number of employees, average annual receipts, or other criteria, as prescribed by the Small Business Administration.

Objectives

The primary objective is to promote the involvement, competitiveness, and effectiveness of small business firms in federal prime and subcontracting. This involves specific functions and activities which are far reaching but are focused toward the increase of federal procurement dollars to small businesses throughout the state. The broad objectives are:

- Providing assistance directly and indirectly to small business firms concerning opportunities for federal prime contracts and sub contracts with federal prime contractors.
- Assisting small businesses to become effective and qualified suppliers in terms of technical, production, management, and financial capabilities.
- Increasing the general awareness of small business firms concerning the types and nature of federal prime and subcontract opportunities.
- Serve as a referral point for small business firms seeking opportunities in the State, County, and local sectors.

In summary the objectives of my position, the Iowa Procurement Center Representative (PCR), is to focus on assistance, counseling, information, awareness, education and outreach. The accomplishment of the objectives is keyed closely to the utilization of and interaction with resources now in place and planned for the future.

For further information contact Marlin E. Franksen, Iowa Procurement Center, DMACC at (515) 248-7255.

The Golden Circle Area Labor-Management

Des Moines Area Community College has long been active in the labor-management community and has provided labor education through its Labor Studies Program and Labor-Management Forums. The College also was instrumental in bringing together various area business industry and labor organizations to help establish the GOLDEN CIRCLE AREA LABOR-MANAGEMENT COMMITTEE (G.C.A.L.M.C.) in central Iowa.

The G.C.A.L.M.C. is made up of representatives from local area business, industry, and labor organizations. The committee consist of an equal number of members from both business industry and labor. The committee also includes nonvoting members from educational institutions and local governmental bodies.

Purpose of the Committee

The G.C.A.L.M.C. was established in order to:

- improve and expand labor-management cooperation within and among the business and industry of the central Iowa area.
- establish labor-management committees, educational programs and other activities to improve and maintain employer-employee relations and operational effectiveness.
- provide a labor-management relations climate conducive to industrial retention and economic development.
- improve the economic and social welfare of the people of the central Iowa area.

Goals of the Committee

It is the intent of the G.C.A.L.M.C. to develop a solid organizational structure, and implement activities that address key issues presently facing central Iowa. Specific goals include:

- retention of present jobs and attraction of new jobs to the central Iowa area.
- promotion of central Iowa as an area of excellent labor-management relations.
- employment opportunities for disadvantaged individuals.
- support of expanded training, retraining, and continuing education through established institutions.

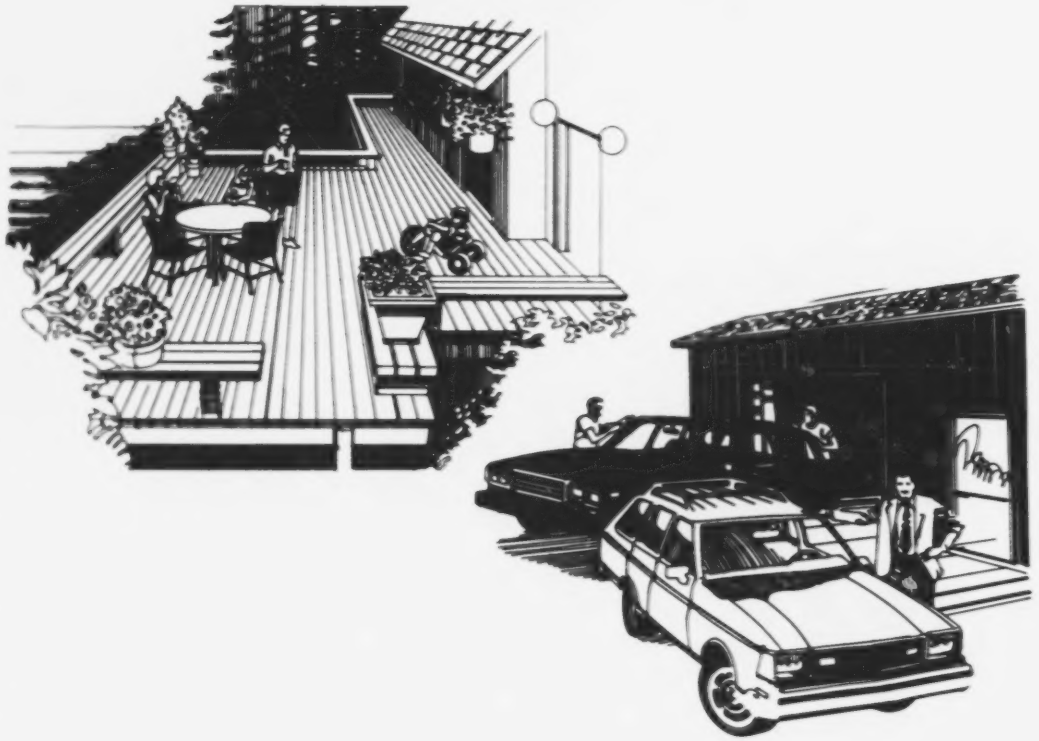
For information, contact Michael G. Waters, Coordinator, (515) 964-6684.

PLANT CLOSURES

The Importance of 100 Industrial Workers

To Community

- 351 People
- 97 Households
- 1 Retail Establishment
- $½ Million Bank Deposits
- 97 Autos Registered
- 68 Workers in Non-Mftg.
- $½ Million Retail Sales/Year.
- $1 Million Plus Personal Income/Year.



WHEN IS A PLANT IN TROUBLE?

(From *Plant Closings and Layoffs;* Langerman, Phillip D., Drake University, 1982)

There are various barometers by which you can determine when a company is in danger of closing. Some of the signs will be: increased inventories by manufacturers, indications of sales slow-down, production shift reductions, followed by short-term layoffs and longer term or permanent layoffs.

When a company starts selling off its property to improve its cash flow or sells a subdivision to improve its cash flow; these are strong indications that the company may be moving toward a reorganization through bankruptcy, permanent layoffs, or a plant closure.

Other indications of the financial instability of the company or business would be the general economic climate, such as for farm related businesses. When farm products are in high supply and the farmers crop prices are low, farmers are not in a position to buy either farm machinery or farm expansion products. Companies producing farm-demand products may be targets for the local elected officials to keep an eye on during times when crop prices are low; the appropriate Chamber of Commerce or Economic Development group in the community may also want to monitor in a proactive stance.

Pre-Closure Intervention Model

Developing an early intervention model utilizing a tri-partite strategy involving the firm, the union, workers and appropriate community and governmental agencies has advantages. This model allows early participation of the firm, and can provide a more efficient development of programs which will transition workers quickly to new employment or useful retraining. This can assist in forestalling the hardship accompanying extensive periods of unemployment, reduce unemployment insurance costs and enhance the firm's position with the workers being displaced.

This model is desirable because it allows the availability of services prior to layoff, particularly training job search skills, and early intensive job development. Employer outreach and entry into retraining programs help reduce the length of the worker's period of unemployment. This reduces a worker's income loss, and also decreases the cost to government and employers of unemployment benefits. Moreover, financial contributions of employers, which this model stresses, provide funds often not available from public sources. The key elements of the pre-closure intervention model include:

Out-stationed or plant-site (preferably) reemployment centers responsible for direct provision of a range of services to workers which include:

(1) Early provision of job search workshops tailored to the workers in question
(2) Skills transfer assistance aimed at promoting immediate reemployment in related occupations. Skills transference programs consist of:
   (a) skill analysis of worker's current occupation including type levels of skills and job characteristics
   (b) determination of occupations to which pre-existing skills/ experience are readily transferable
   (c) identification of employers within a broad, but feasible commute area that employs individuals in these occupations
   (d) intensive job development and placement services on a case-by-case basis, as well as efforts at "block" placement
(3) Tailored labor market information
(4) A systematic and rigorous evaluation to examine the implementation and effectiveness of the demonstration project.

Industrial Call Program

The Greater Des Moines Chamber of Commerce has developed another prevention strategy, the Industrial Call Program. This program consists of a two person team to call on businesses, with a series of questions such as: zoning concerns, environmental requirements or waste treatment needs, employee turnover, supply of trained workers, supply of parts and equipment, expansion or reduction plans. The Industrial Call Program may suggest solutions, like the availability of Industrial Revenue Bonds. This technique could provide considerable data that might be used to assist a company and help them in a number of ways.

Shutdown: 15 Early Warning Signs of Plant Closure *

(1) **Your company opens a new plant in another state or country making the same thing you are but paying lower wages . . .** In January, 1981 the Max Factor Company announced that its Los Angeles plant, under union contract with the I.L.W.U., employs 700

workers. Max Factor is currently constructing a new cosmetic factory in North Carolina. When the Los Angeles plant closes, Max Factor will shift all of its orders to North Carolina.

Often plants are not closed, but new ones are opened, producing the same product. Having parallel production facilities within the country and around the world guarantees that the corporation is not dependent on any one production facility for the smooth flow of its operations.

For example, when Canadian nickel workers at the ENCO plant went on strike, the company sent the business to a duplicate plant in Mexico. The Mexican plant proceeded to take up where the striking Canadian workers had left off.

(2) **No new machines to replace the old ones . . .**

The Firestone Rubber Company plant was built in Southgate in the 1920's. The machines used by firestone were designed to build "bias ply" tires. Over the years, other tire companies; especially Michelin, captured a greater share of the tire market by selling "radial" tires. A radial tire required different machines, which Firestone did not have. Rather than invest in the new machinery necessary for constructing the radial tire, Firestone continued with their antiquated technology. In the end, Firestone closed the plant completely.

(3) **Your company announces cutbacks in hours, it cuts out all overtime and and begins temporary layoffs . . .**

The 2,500 workers at the Ford assembly plant in Pico Rivera were accustomed to temporary annual layoffs while the company retooled for the new model. The plant was the final assembly point for the LTD. As gasoline prices increased during the late 1970's, demand for the LTD decreased. In the last months before the plant closed permanently, workers would work two weeks, be laid off a week, work a week and then be laid off another week. In almost every plant closing, the company will begin by making "temporary" layoffs which eventually turn into permanent layoffs.

(4) **The variety of production lines decreases . . .**

During its peak production years, Firestone made several types of auto and truck tires. When the plant closed in 1980, only the truck tire assembly lines were still in operation. At peak production, the plant employed 5,000 workers; all the assembly lines were open. By 1980, only 900 workers remained.

(5) **No regular production schedule exists . . .**

As a company decides to discontinue a particular product line, the marketing arm of the company discontinues its selling efforts. The company will only produce enough to fill existing orders. As the market shrinks more and more, the regular production schedule becomes irregular, geared to meet lingering demand.

(6) **Plant efficiency slips because of parts shortages . . .**

If the plant reduces its inventory of machine parts, repairs take longer. The maintenance crews cannot do their job without the parts. Repairs that normally take little time can slow down the whole assembly line for several hours when there are not available parts. The maintenance crews may rig up a temporary repair to keep the line limping along.

(7) **No spare parts for the machines . . .**

If the company knows for certain that it will close a particular plant, it will use up the supply of spare parts it has in stock. And it will not order replacements. The company will try to run the machines with as little maintenance as possible.

(8) **The research and development department is cut back or transferred . . .**

When a company begins divesting in a plant or product the research and development department often reflects this decision. Cutting back on research and development causes a product to go "stale." No time is put into upgrading or modernizing the product from being competitive on the market, forcing elimination of that product line or a shutdown of the plant.

(9) **Executives in your company begin to make noise about a "bad business climate" . . .**

When corporations are considering a plant relocation, or are preparing for labor negotiations, they often start complaining about the "bad business climate." This is a sign to both workers and local governments. A "bad" business climate includes such diverse things as strict environmental and safety regulations, high corporate taxes, and an organized labor force. On the other hand, the "favorable" business climate of the preferred location includes a "superior attitude toward business," lower wages, less public social services and anti-union "right-to-work" laws.

(10) **A gradual shift of managers, skilled labor and machinery goes to newer plants . . .**

A shift of skilled labor, managers and machinery to newer facilities could signal the beginnings of plant closing. Corporations will try to save profitable segments of their company by transferring them to other, "more profitable" facilities.

(11) **Your managers are frequently replaced . . .**

If plant production slips because of insufficient investment, corporate management may shift its management strategy. In a last-ditch effort to squeeze profits out of the declining operation, a special management team may be sent in to wind down the operation even as efforts are made to maintain productivity.

(12) **Your company cuts back on advertising your product or begins advertising a modernized version of your product . . .**

Changing consumer demand forced the Ford Motor Company to shift their resources toward smaller, more fuel-efficient cards. Yet the Pico Rivera plant continued to crank out the LTD. Ford's advertising shifted from the LTD to the smaller Escort. More recently, Ford has been pushing their EMX car, at the expense of the less economical LTD.

(13) **Your plant is run-down and the buildings are not maintained . . .**

Many corporations keep production relatively steady in older plants, but shift their new investments to Southern states and overseas. This contributes to an overall decline of the local economy because few new plants are built to replace those that close or relocate elsewhere, leaving obsolete plants that become run-down.

(14) **Your industry has been declining within the past decade . . .**

With the rise of the multi-national corporation and the conglomerate, there has been an increase in mergers and acquisitions for the purpose of draining a plant of its capital. Corporations are willing to let profitable plants decline for investment in other areas of interest. This was the case in the steel industry.

(15) **Technological change within the industry is apparent . . .**

Closings have been common in some industries, stretching back 25 years in the meatpacking industry, for example, and the major shift in locating smaller specialized plants close to the source of stock with the use of automated equipment and refrigerated rail cars and trucks has been an evident pattern for years.

* Several of these ideas stem from: **SHUTDOWN: 15 EARLY WARNING SIGNS OF PLANT CLOSURE**, prepared for the U.E. Local 1012 by students in a course on Capital Mobility. Urban Planning, UCLA, 1981.

DEVELOPING A RETRAINING PROGRAM

(From *Plant Closings and Layoffs;* Langerman, Phillip D., Drake University, 1982)

The central focus on any effort to provide services to displaced workers is the retraining effort. Without this facet of retraining, any community effort to cope with plant closings will be near-sighted.

There are ten basic steps in the retraining model. They are:

Step 1. The Community Organizational Effort
Step 2. Establishing the Transition Center
Step 3. The Survey and Planning Phase
Step 4. The Funding Search
Step 5. Encouraging Participant Involvement
Step 6. The Assessment of Displaced Workers
Step 7. The Selection of Participants
Step 8. The Training Phase
Step 9. The Job Development Effort
Step 10. The Job Placement Effort

Let us take a detailed look at each of these steps:

Step 1. **The Community Organizational Effort**

First and foremost, it is essential that the top government officials and community leaders give any retraining project one of their highest priorities and monitor it to see that the project is progressing. In Des Moines, the Mayor, Pete Crivaro, was approached by several local labor leaders about the need for a displaced worker program. The Mayor quickly responded and announced a Mayor's Task Force on Plant Closing and Job Retraining.

The problem was approached by saying that times were tough but, as a community, Des Moines would do what was possible to ease the trauma for displaced workers. The philosophy, then, of the retraining effort of the Mayor's Task Force focused on two particular points:

(1) Job retraining would center on preparing people for job openings that presently exist in the area; or,
(2) The retraining effort would afford trainees (after training) a skill that would place them in a more employable position.

Utilizing this philosophy and employing its principles, every trainee should be either employed or "highly" employable after the retraining experience.

Step 2. **Establishing the Transition Center**

The Transition Center is a central cog in the retraining effort. It provides all services to the displaced workers in their transition from unemployed to employed.

If the displaced workers are from companies with union contracts, it is quite workable to house or place the Transition Center in an appropriate labor hall. It is important to place the transition center where it is accessible, where there is free parking and where displaced workers will feel comfortable and willing to go to seek services. It also is recommended that the Transition Centers be staffed with displaced workers from the plants that closed.

(1) **Worker Inventory:** This inventory would be conducted on all displaced workers or potential displaced workers. It includes such things as worker educational levels, skills available, job aspirations, past experiences, and other personal information which might assist in planning a retraining effort.

(2) **Social Services Inventory:** This inventory would include what services might be available to displaced workers and how to apply for them.

(3) **Community Inventory:** This inventory would assess the various services available for displaced workers and would relate how to apply for them.

(4) **Educational Inventory:** This inventory would list what educational services were available in the community and how to apply for them.

(In Chapter IX the Transition Center is more completely outlined in both role and function, as is the Education Subcommittee).

Step 3. **The Survey and Planning Phase**

The planning, survey and inventory phase is extremely important

in any retraining project. This is the information gathering stage that provides the building blocks for later efforts. Two basic inventories are required:

(1) Job Needs Inventory
(2) Worker Assessment Inventory

Job Needs Inventory

First, the Job Service of Iowa was requested to determine what occupations had a net job demand in Central Iowa. Once the occupations by the Department of Labor have been identified, the analysis of each as to the length of training and salary levels needs to be determined.

The list of net job demand occupations may be in areas where approval from the Department of Public Instruction would be difficult or impossible such as Nursing, Dental Hygiene, or Diesel Mechanics. Approval would not be available because of cost or because the time needed to set up a separate class is too long.

There needs to be a sufficient net job demand that will justify a class size project for 15 to 20 displaced workers. If workers are displaced from occupations that pay $10.00 to $12.00 per hour, you cannot retrain them in servcie occupations that pay minimum wages. The match of job retraining areas and displaced worker interest is a challenging endeavor. Generally speaking, a manpower need of 15 or more would indicate a possible class size activity. Other need areas under 15 can be evaluated based on job titles and possibly combined to form another class size program. If no class size opportunity exists, individuals can be slotted into existing vocational programs that match the job in both the public and private sectors.

Worker Assessment Inventory

Workers from plant closings or those permanently laid-off should complete the worker assessment inventory. This information allows the Education and Retraining Subcommittee to know the number of displaced workers interested in retraining, their educational background, prior jobs and work experience.

These surveys can be administered between the time of the announcement to close and actual closing so all workers can be

surveyed. In Des Moines, at Massey Ferguson, Inc., and Wilson Foods, Inc., the unions called special meetings to explain the survey and its purpose to the workers. This helped improve the percentage of returned questionnaires. Other worker assessment inventories were administered through the Transition Centers.

The matching of workers to retraining programs is very important. You want to be sure you have a minimum of dropouts so you can serve the maximum number of displaced workers and maximize the efficiency.

Step 4. **The Funding Search**

The Funding Search should be predicated on the total budget that is needed for the project and then tailored or revised down to the amount of available money.

The Des Moines retraining project as originally developed called for $538,000.00. Funds could not be secured originally in that amount so contact was made to all available sources. The project was revised to fit the funds secured, which ended up being $392,000.00 for the first round of retraining. The funding search should include both public and private sources at local, state and national levels.

The Des Moines Retraining Project secured funds for the first round of retraining from several sources. They are as follows:

I. Massey Ferguson	$ 24,000.00
II. Governor's Special Grant 4% CETA Demonstration Project	75,000.00
III. Department of Public Instruction Vocational Education Funds	109,000.00
IV. Central Iowa Employment and Training Planning Consortium:	
(A) PIC Title VII	75,000.00
(B) Title II C	75,000.00
V. Community Development (Block Grant) City of Des Moines	44,000.00
	$392,000.00

This provided funding for an assessment component prior to enrollment and nine programs, one Pre-vocational, General Educational Development, (G.E.D.), High School Equivalency Certificate Program, and eight Vocational Retraining Programs. The eight retraining areas will be discussed later in this chapter.

A second round of retraining was developed predominately from CETA (Prime Sponsor Funds), Title II C and Title VII. The training costs were $46,500.00 plus allowances and support services. It provided funds for four retraining classes for fifty-one individuals.

The funding sources that should be pursued would be the following:

1. **CETA**

Up to Six and a half (6.5) percent (Section 677.16) of a Prime Sponsor's total Title II-B allocation may be used to provide upgrading or retraining. Eligibility criteria are set forth in Section 675.5-3 (b) as follows:

"(b) For retraining a person must:
"(1) Have received a bona fide notice of impending layoff within the last six months; and
(2) Have been determined by the Prime Sponsor with the assistance of the Icoal employment service as having little opportunity to be reemployed in the same or an equivalent occupation or skill level within the labor market area."

For projects operated under Title II-C provisions, Title II-B eligibility criteria requiring participants to be "economically disadvantaged, unemployed, underemployed, or in school" are waived.

Similarly, Six and a half (6.5) percent of a local Prime Sponsor's Title VII, allocation may be used for upgrading/ retraining services. For Title VII, a Prime Sponsor may request prior Department of Labor approval to use up to 20 percent of its Title VII allocation for upgrading or retraining. Title VII funds are generally allocated by the local Private

Industry Council (PIC) established by the Prime Sponsor.

Although CETA guidelines for Title VII retraining state that, "Programs are to be operated only if there is a prior commitment from an employer to hire the participant into the position for which the participant has been retrained (Sec. 221(b) (3)," the Department of Labor (D.O.L.) has since relaxed the provision of a commitment to hire. While a commitment is still necessary for on-the-job training. D.O.L. guidelines state that in the case of retraining conducted outside the employee's operation, "The prime sponsor should endeavor to obtain a prior hiring commitment. However, a firm commitment is not required."

Prime Sponsors must allocate all available funds at the beginning of the program year. If plant closures occur after the allocation process and before the year is complete, it may be very difficult to quickly implement training programs for the displaced workers using CETA funds. However, if the Icoal CETA planning process anticipates plant closings it can allocate the maximum percentage under Title II-C and Title VII for retraining allowing funds for projects throughout the year.

2. **Department of Public Instruction**

Community colleges and other institutions providing vocational educational programs, including adult education, are funded through the State and Federal Vocational Funds. In many communities, these providers have sufficient exiting capacity to serve displaced workers through slot-ins. The Iowa Department of Public Instruction has offered retraining funds through a Request for Proposal (R.F.P.) Process.

3. **The Effected Company**

We have found companies to be very concerned about their displaced workers, and management should be asked to try and support the retraining effort or Transition Centers.

In retraining, the company may be able to host a retraining

class or provide facilities for retraining classes. In Des Moines, Massey Ferguson, Inc., held a four (4) month Computer Programmer class followed by a Computer Operator class in their own facilities.

4. **Community Development (Block Grant) City of Des Moines: (H.U.D.)**

   This source of funding was used in Des Moines for a job development position to assist those in retraining classes and for Job Seeking/Job Finding Club activities for the two-hundred seventy-five individuals who were assessed but not selected for retraining.

   This was done to equip displaced workers with special skills to be more effective in job hunting and to provide a service when retraining funds ran out.

5. **State CETA**

   Governor's Special four percent demonstration grants are another source of funding. In Iowa, the Office of Planning and Programming administers this source of funding. The projects are submitted in response to an R.F.P., and are competitively judged for funding. The Des Moines project did receive a special demonstration grant.

6. **Trade Adjustment Assistance (T.A.A.) or Trade Readjustment Assistance (T.R.A.) now known as Omnibus Budget Reconciliation Act 1981 P.L. 97-35 Enacted August 13, 1981.**

   When workers are eligible, Trade Adjustment Assistance Act funds can be used for individual referrals as well as for the development of courses for groups of workers. (See appendix for a copy of the Act.)

7. **Job Training Partnership Act P.L. 97-300 which will replace CETA October 1, 1983.**

   The bill establishes a permanent job training system that

expands the role of state government and Private Industry Council.

At least 40 percent of local training funds should be spent on youths ages 16 to 21, the bill says. But that could be adjusted according to the local proportion of youths and adults. Among them are remedial education, including basic skill; job search assistance and counseling; classroom training; "programs to develop work habits"; help in moving from education to work; employment generation; work experience; on-site or customized industrial training; and on-the-job training.

8. **Public Works and Economic Development Act – Section 304**

   This is a source that should be considered and would be applicable in some retraining projects.

9. **Small Business Administration**

   Contact should be made to determine possible funding of retraining projects.

10. **Economic Development Administration**

    Some projects of economic development can provide funds for job and retraining. Check out every source since each has potential and in certain locations may be available and be the right fit.

11. **Veterans Administration Benefits**

    Veterans of military service may qualify for the Veteran's Educational Assistance Benefits ("GI Bill"). Through this program veterans can receive up to 45 months of financial assistance to go to school. For each month of active duty a veteran is entitled to one and one-half months of assistance. Eligible veterans must have: 1) been honorably discharged; 2) served a minimum of two years active duty; and, 3) entered the service no more than ten years prior to filing for benefits. Contact the local Veteran's Administration representative for

further details.

12. **Pell Grants, Work Study and Guaranteed Student Loans**

    These are sources of financial aid for students who slot-in to existing vocational programs and are based on financial need. Individuals should check these out from the college or university of their choice.

13. **Governor's Task Force on Plant Closures & Retraining Contact:**

    Robert T. Blank, Director
    Special Grants, Office of Planning & Programming
    532 East 12th, Des Moines, Iowa 50309
    Phone: (515) 281-3711

    The Governor's Task Force may have funds or be in a good position to recommend funding sources.

    The Des Moines Project put together public and private funds but the situation varies from area to area. The ability to put together several funding sources may be the difference between success and failure of the retraining project.

Step 5. **Encouraging Participant Involvement**

When there are large numbers of displaced workers, it is not hard to secure people for retraining projects. However, it is important to make sure all eligible displaced workers have an equal opportunity to participate in the retraining program. Therefore, once the retraining component is in place, a press conference to announce the retraining is important and the public service announcements should go to T.V. stations, radio stations, newspapers, union publications and the Transition Centers.

The Des Moines Press Conference stressed that the displaced workers must register through the Transition Centers. The Transition Centers selected displaced workers for the assessment workshops prior to final selection for retraining. The press conference was announced by the Mayor and he presided at the press conference. Over 500 displaced workers called the Transition Centers the next day.

Step 6. **The Assessment of Displaced Workers**

The sixth step in the retraining model must be the assessment of the displaced worker's skills. Obviously, if there are many more applicants for retraining than there are available openings or positions, then some form of selection basis must be used. There are several existing assessment programs that are in place in Iowa area colleges today that will do some interest and aptitude testing and provide hands-on assesssment of what different vocations involve. At the Des Moines Area Community College, one assessment center, the Career Development Center, involves hands-on experiences in a number of occupations and a variety of skills. Essentially, the workers were assessed in relation to the retraining areas developed. In addition to the assessment center concept, certain testing models help to determine and measure aptitude, interest, and other skills necessary for participant placement in the retraining programs. Assessment of academic achievement can also be done. For those who have completed less than a high school education G.E.D. testing for a High School Equivalency Certificate can be carried out.

It is important to match the displaced workers well with the retraining areas. The assessment phase is important and may take up to five (5) days to complete.

Step 7. **The Selection of Participants**

The educational institution selected to provide the training gave the Transition Centers information about the specific content of the retraining programs and specific information regarding characteristics of successful trainees for each training area. For example, the Career Development Center did an extensive evaulation of each individual to assess the potential of that individual for success in each retraining area. Some of the

assessment instruments were developed specifically for a particular component in the retraining program.

The selection of participants is done by the Transitition Center by matching the skills and competencies of the worker applicants with the openings in the retraining programs.

The final acceptance of students remained with the educational or entity offering the retraining but in most cases the recommendation of the Transition Center was acceptable.

In the case of on-the-job training or slot-in to existing programming in the public and private sector, the applicants were assessed and matched to slot-in vocational training already in existence. However, these were done only in areas where the Job Service of Iowa indicated placement opportunities. One reason for doing extensive interest and aptitude assessment was to ensure the best match of displaced workers with the training areas. In this way, the attrition rates could be kept to a minimum which allows for maximum cost efficiency of retraining dollars.

Since the attrition rate was virtually zero, (four of 268 or 1.5 percent) there is support and justification for extensive student assessment before training.

Step 8. **The Training Phase**

First of all, the task force must determine what retraining areas might provide jobs after the training occurs. The committee immediately began exploration of what types of training approaches might be possible.

There are several possible educational delivery models to explore:

- Class size projects
- Slot-in Training; Putting people into existing vocational programs
- On-the-job training
- Combinations of those above
- Other, such as G.E.D.

Initially, the committee requested a thorough manpower needs listing from Job Service of Iowa. This manpower needs analysis would be the backbone of all later decisions. Even in these bad economic times, manpower needs were exhibited that were in high enough numbers to suggest class size activities. These areas became clear-cut targets for further study.

Next, clusters of similar or related jobs were located by Job Service staff. Apparent openings were studied and measured carefully to inventory solid training areas. Using this method, class size retraining programs were recommended for implementation. In the Des Moines project, the class size activities at the Des Moines Area Community College were a one year Computer Programmer course, sixteen weeks of traffic and warehousing management, retail sales and supervision, building heating and cooling maintenance. At Drake University, a three month class in "Basics in Supervision" was developed. Massey Ferguson, Inc., offered a four month Computer Programmer class. The Des Moines Public Schools offered an on-the-job training component for both Apprenticeship and non-Apprenticeship Occupations.

The next task was to locate other job needs or areas where retraining might make the displaced worker employable. Many of these job areas showed one to four vacancies possible. For those, slotting into existing vocational programs is a practical approach.

In the Des Moines displaced worker assessment we found many individuals needed General Educational Development (G.E.D.) preparation for the Iowa High School Equivalency Certificate. G.E.D. classes were held and many people progressed very rapidly through the five (5) tests and completed their High School Equivalency Certificate.

The G.E.D. instruction should be built into the overall retraining program. The displaced worker makes an excellent student. Experienced in good work habits, most accept tasks well and are diligent students. If there is a secret in teacher selection, it would be to select those who enjoy mature students who have

a specific objective, to complete retraining, and secure a new job.

The length of the various retraining courses should be as condensed as possible and should begin as soon after the lay-off or closings as possbile. The Des Moines experiences would indicate that the shorter the time from plant closing to the retraining effort the greater the chances of the individual completing and having high placement success. The retraining courses were three months to four months in length with one class being one year long.

Any institution or agency involved in retraining should attempt to make graduation exercises mirror the standard policy of that agency or institution. If the normal graduation ceremony is formal, do the same for these graudates. Des Moines Mayor, Pete Crivaro participated in the graduation program for each retraining class. The students and their spouses tremendously enjoyed the graduation ceremony and the support of the mayor.

Step 9. **The Job Development Effort**

After the retraining program has been developed it is essential that jobs be developed. Each training progam had a component in Job Seeking/Job Finding Club activities so the workers would be better prepared to seek new employment. This component is very important and necessary.

The Transistion Center staff, with the help of job services and the Chamber of Commerce, assisted in the job development phase.

We secured funds from Community Development Block Grant Funds to hire a job developer and the Private Industry Council funded a job developer through the Chamber of Commerce. In difficult economic times as we now face, assigning a job developer to each retraining class seemed to work well. Job development was coordinated so employers were not contacted by each job developer.

Step 10. **The Job Placement Effort**

After training, job placement is the goal. The job developers assisted the displaced workers and continue to do so until everyone is placed from the retraining programs. We must match workers with job opportunities. The Des Moines placement experience, 60 days after training for the first eight retraining classes were completed, stood at 84 percent placement in their new occupational fields.

It is important to be sure people get to their interviews and the job developer can also assist in setting up these interviews. To keep the Mayor's Task Force, CETA and all other organizations informed, placement reports need to be developed and made available. These should include information about the job title the worker is in, the starting salary, how the job related to training and the starting date of employment. Follow up should be done at 30, 60 and 120 days to be sure workers are continuing on the job.

1988 PLANT CLOSINGS

Region XI Dislocated Worker Center

Des Moines Register, September 26, 1988, Kathy Bolten

The Region XI Dislocated Worker Center provides training, education and support to workers who are unemployed because of permanent layoffs or business closings.

Kris Zimmerman, Project Director of the Center located at 2000 Walker, Des Moines, said, "There's nothing worse than being dislocated and then not succeeding in a training program."

Originally, the goal of the center was to "retrain people and get them back into the work force as quickly as we could," said Zimmerman, who estimated that an average of $2,000 is spent on each participant. "We've recognized that short-term training is not the answer."

The center, with its 11 employees, now focuses its efforts on longer-term training, giving people an opportunity to expand their skills. That way, said Zimmerman, "they lessen their chances of being laid off in new jobs."

Nearly half of the displaced workers who seek help from the center choose to get training from Des Moines Area Community College or other area colleges. Although the center won't pay for a four-year degree, it will pay for one- to two-year vocational or certificate programs.

The center, however, will only pay for training in areas where there is a demand for workers, such as in high-technology, computer and service industries. The workers take aptitude tests at Des Moines Area Community College that direct them into a program best suited for their needs.

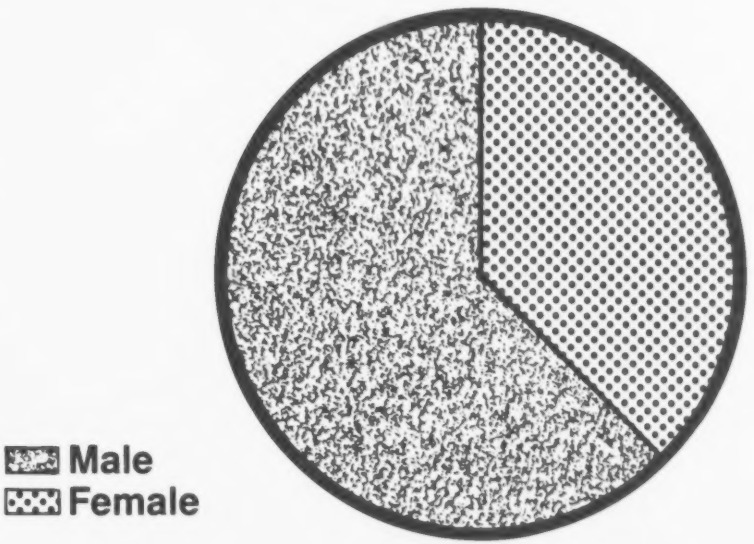
With the recent closings of Western International Inc. and American Freight System Inc., the number of people being retrained through the center's programs is growing.

Zimmerman estimates that about 1,300 people are now using the center's resources, the most since 1981. They include:

- 732 Western International workers. The center received a $750,000 federal grant to be used to retrain 440 of the workers in a program that runs through June 1990.
- 235 Armstrong workers who chose to leave the plant last year won its closure was announced. That retraining program which received a $220,000 grant, runs through June 1989.
- 200 American Freight workers who lost their jobs when the company filed for bankruptcy and closed the plant last month. The center has applied for a $30,000 grant.

Another 200 people who aren't part of mass layoffs are also being helped by the center.

PROFILE OF CLIENTS OF DISLOCATED WORKER CENTER



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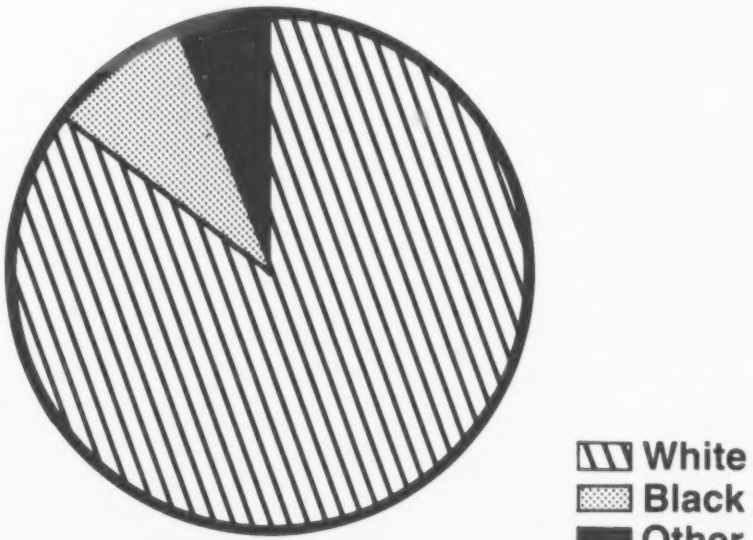

Race

Average age range	38-42
Average income per household	$30,000
Average length of time at previous job	15 years
Participate in educational programs	50%
Participate in on-the-job training	33%
Participate in workshops	12%

Des Moines Area Community College cooperated with the Region XI Dislocated Worker Center in assisting Western International and American Freight with Services as listed:

- Two-hour CISI skill inventory sessions to explain the career decision-making process, to complete CISI skill inventory work sheet, and to interpret worksheet results.
- Four-hour career planning program (CPP) sessions to further access skills, interests and to interpret CPP results.
- Individual sessions for use of Discovery Career Planning Computerized program.
- Financial Aid Application assistance.
- Individual sessions with prospective small business owners.
- Orientation sessions to access basic skill levels and register in appropriate classes for chosen areas.
- Basic skill review and reinforcement activities in Learning Center and St. Peter's School.
- Self-image building sessions to discuss campus survival-study skills, test taking techniques, time management, and problem solving skills.
- Development of an information center that will remain in operation until December 1988.
- Support group sessions to be held twice a week until December, 1988.
- Financial adjustment and investment sessions for those entering school, changing employers or retiring.
- Individual support counseling sessions.

This targeted group of people moved in and out of college activities at will, patiently, appreciatively. College staff estimates that more than 400 persons have been involved at some point; 150 registered as full-time students. Four weeks after classes began, only five have dropped some or all classes.

OUTLINE: TRAINING PROGRAM GUIDELINES

III. Training Program Guidelines

A. Economic Development Group
- Contract Training Unit
- Industrial New Jobs Training
- Contract Training
- Targeted Training
- Training Guide Lines
  - Question for Successful Training
  - Writing a Job Description
  - Job Performance Standard
  - Job Performance Evaluation
  - Training Plan
  - Train-the-Trainer
- Benefits of Training Partnerships

B. Excerpts from Firestone Training Program

ECONOMIC DEVELOPMENT GROUP

Contract Training Unit

Training Consultants in the Contract Training unit of the Economic Development Group coordinate the development and implementation of training programs, and monitor budget and evaluation. They work directly with managers, supervisors and employees to conduct needs assessment, perform task analysis and design training modules.

Within the unit, Training Programs fall into one or a combination of three catagories: 1) Industrial New Jobs Training; 2) Contract Training; 3) Targeted Training.

Industrial New Jobs Training

The Industrial New Jobs Training Program trains new employees or existing employees moving into a new job created through expansion. The Program is funded from revenue generated by the salaries and capital investment that supports the new jobs. The college/business partnerships utilize full resources of the college as these employees enter training for increasing productivity skills.

Contract Training

Contract Training Programs are funded by a company or organization to provide training that meets their immediate need for new, existing, or down-sizing a work force.

Targeted Training

Targeted Training Programs are primarily funded through Federal and/or State grant monies for training a select group of people that may or may not be currently employed.

Training Guidelines

Following an agreement to enter a training partnership, the Training Consultant follows basic guides to develop the training program.

- analysis of the company, or target group;
- training needs assessment based on job analysis or individual interest survey;
- identification of training outcomes;
- training program design, development and delivery method;
- implementation; and
- evaluation of the training

Business and Industry Survey

A recent Economic Development Group survey of central Iowa business and industry leaders identified basic skills, human development and relationships, and vocational or job specific training as critical needs for training.

To address these identified needs, and other requests, a Training Consultant may draw college staff or private consultants and will use proven 'tools' to design a cost effective program.

Examples of 'tools' or guides:

- Questions for successful training
- Writing a job description
- Job performance standard
- Job performance evaluation
- Training plan
- Train-the-Trainer

QUESTIONS FOR SUCCESSFUL TRAINING

Ask these questions, and more, for successful training!

- Do skills of new hires match job descriptions?
- What job skills are needed to perform each job?
- Are these skills needed for entry level? intermediate level? advanced level?
- How well must the employee perform the skill to rate satisfactorily?
- Do employees know what is expected of them?
- How soon do employees need to be trained?
- What training has been done in past?
- Where will training be held?
- What is the training schedule?
- What training materials are available for training?
- How will employees learn about company, procedures, and regulations?
- Who, in the organization with needed job skills, can be trained to explain, demonstrate or coach new employees?
- Is there an opportunity for employee to practice each skill?
- How will job skills be reinforced on the job after training is completed?
- How is performance of employees evaluated?
- Are performance tests used for evaluation?

JOB DESCRIPTION

Begin analyzing for a job description, by indentifying job duties. Duties are distinct, major activities involved in performing a job and consist of a collection of related tasks. Tasks are discrete units of work performed by an individual in the completion of an assigned job duty. If a skill is not involved, it is not a task.

Duties can be identified by the following characteristics:

- occupies a reasonable portion of time.
- occurs regularly in the work cycle.
- describe tasks which involve closely related skills, knowledge and abilities.

Example of Duties and Tasks

DUTY	TASKS
1.1 Performing steering and suspension service	1.1.1 Inspect steering and suspension system
2.1 Performing construction duties	2.1.1 Apply decorative trim by hand
	2.1.2 Apply decorative trim by machine
3.1 Using a parts inventory	3.1.1 Identify a part using a parts catalog
	3.1.2 Locate parts in stock room.

A job description can now be written from this type of analysis.

JOB PERFORMANCE STANDARD

A performance standard is a precise statement of how a person is expected to perform a duty or task after training. If the standard is based on observable and measurable skill, attitude or knowledge, the employee will understand the level of performance management accepts. Since all duties/tasks will not require the same amount or type of skill and knowledge, the standard should specify the performance and conditions specific to each task.

Three statements can be identified from a good performance standard.

- A condition or "given" statement – specifies the necessary tools, equipment and environmental factors related to performance of the duty/task. Example: Using the IBM System 36 . . .
- A duty/task or "you will" statement – defines the observable behavior an employee must be able to demonstrate. Example: . . . key data into accounting software daily . . .
- Criterion or "how well" statement – communicates a measurable performance level to the employee that will meet the quantity/quality standard. Example: @ × strokes per minute with 100% accuracy.

The above performance standard reads, Using the IBM System 36, key data into the accounting software daily at 12T strokes per minute with 100% accuracy.

JOB PERFORMANCE EVALUATION

Evaluating an employees performance before training enables management to determine if the performance is substandard and if the person is capable of improving productivity with specific task training. This evaluation assists the employee to recognize self-strengths and weaknesses and to understand the job standards that must be demonstrated by the date scheduled for 'after' training evaluation.

TRAINING PLAN

A training plan organizes activities based on normal job sequences from simple to more complex for the identified job performance needs of employees within the company. It can provide continuity of policy and procedures, enhance a positive work environment, increase cost effectiveness and demonstrate managements commitment to training.

To develop an effective training plan:

- Use the job description to identify knowledge and skill training to be learned.
- Group employees into levels of performance and training required.
- Investigate training materials, programs, and resources available.
- Select most effective training method for learning this specific knowledge or skill.
- Develop a time line for learning and reinforcement of learning.
- Select the trainers that create favorable learning environments.
- Provide **Train-the-Trainers** experience for trainers.
- Establish a site and time for training.
- Measure effectiveness of the training by a performance evaluation of the job standard.

The success of a training plan is increased by selecting a training method that will present and assure the desired behavior change required for a job standard. Careful selection will:

- provide for active participation.
- provide the employee with knowledge of results concerning improved behavior.
- provide for practice and repetition when needed.
- motivate the employee to improve self-performance.
- assist each employee in their willingness to change.

Add variety and interest to the plan by choosing one or more method for each session. Combine any of the following presentation methods with on-the-job training for skill building practice: lectures, seminar discussion, demonstration, projects, laboratory, field trip, transparencies, films, slides, video tapes, cassette tapes, computer tutors, printed materials, role playing, case studies, and testing.

While conducting training, remember to maintain flexibility. Management and the trainers must be committed to the process and be willing to up-date the plan. Methods of presentation should be monitored to insure that learning is taking place.

Evaluation is an integral part of training from beginning to end. The plan, the trainer, and employee participation, are evaluated at various levels and times during training to measure pretraining activity, post training skill level, and long range results. A comprehensive evaluation system will provide answers that managers need for effective decision making evolving into long-range goals and success.

TRAIN-THE-TRAINER

Introduction

Train-the-Trainer is designed for persons with technical skills and job knowledge, but limited experience in training others. Participants learn to analyze the job by breaking it into major duties and tasks. They develop performance standards and sequence the tasks. Next, they develop training schedules and objectives. Training sessions on how and why adults learn as well as instructional styles and participants in planning their own instruction. Lessons on On-the-Job Training principles and feedback techniques prepare one on one. Those who deal with groups learn about group development, questioning techniques, facilitating discussion, developing training aids. The sessions conclude with training demonstrations by the participants.

Strategic qualities of potential trainers:

Trainers must minimize differences in backgrounds, language, personalities, attitudes, or ages that may inhibit communication and understanding.

Trainers chosen for their ability to instruct and their desire to accept the added responsibility.

Trainers must accept a rotation schedule among trainees in order to increase exposure to abilities and attitudes.

Company personnel functioning as trainers must be assured that training new or other employees will not jeopardize their job security.

Learning experiences that will increase trainer effectiveness:

- Principles of learning
- Communication skills
- Human characteristics
- How to write a job standard
- Use of audio/visual equipment
- Demonstrate questioning techiniques
- Creative ways to use handouts
- Objective evaluations
- Blocks to learning
- 4-Step Method of instruction–preparation, presentation, application, evaluation
- Understanding the adult learner
- Facilitating discussion
- Learning styles
- Teaching techniques
- Training methods
- Trainer's responsibilities
- Developing lesson plans
- Designing training follow-up
- Writing an objective test
- Using proper gestures
- Participation: How to get it

BENEFITS OF TRAINING PARTNERSHIPS

Iowa is now a state recovering from a severe economic crisis. But as it moves toward the year 2000, it remains a state undergoing drastic changes. Farming, once a major component of Iowa's economy, is expected to account for only about 10% of the state's employment by the end of the century. As the state's employment becomes more diversified, more dependent on industrial and service-oriented business to reduce unemployment the relationship between DMACC's EDG and the business community becomes increasingly important.

The relationship, conceived to help Iowa weather an economic crisis, has developed into one that benefits all participants: the Des Moines Area Community College, business and Iowa as a whole. The benefits of this relationship to each party are dramatic.

The Economic Development Group is in effect an entraprenural center for the College. By helping business remain competitive EDG has broadened DMACC's economic base. The increased revenue EDG brings to DMACC benefits students and faculty alike. Recently EDG revenue provided funding for a state-of-the-art media center. In addition, DMACC's reputation as an institute connected to and supportive of economic development has increased its enrollment.

For business and industry the benefits are equally clear. EDG is a source of education and skills located in the backyard, so to speak, of many Iowa businesses. In addition, DMACC's highly trained faculty function as a resource pool for the business community. Finally, as an **established**, flexible training center, EDG is able to offer reduced start-up time, long and short term training and all necessary follow-up instruction.

Since 1983, the Des Moines Area Community College's Economic Development Group has provided training for 64 new and expanding businesses with a certificate issuance of $21,763,000 generating $12,522,107 training dollars.

This training has resulted in 6,198 jobs within the eleven county area with a first year annual payroll of $68,742,708. These companies have added $80,267,463 to the incremental tax rolls in facility construction and $75,662,382 in machinery and equipment.

These numbers make two facets of the EDG partnership with business clear. First, that the partnership has benefited all Iowans, either directly or indirectly. And second, that the EDG partnership with business is one of the forces that will not only help Iowa survive but flourish in the year 2000.

EXCERPTS FROM CURRENT FIRESTONE TRAINING PROGRAM

I. Industrial New Jobs Training

Program Objective:

Develop a training program with linkages between Firestone Tire Company's Des Moines Plant, United Rubber Workers Local 310, and Des Moines Area Community College that fully utilize the Industrial New Jobs Training Bill (HF 623). This training program linkage should result in enhanced viability, greater productivity and cost competitiveness of the Firestone Des Moines Commercial Tire Operation.

Number and Classification of Employees Targeted for Training:

- 420 bargaining unit new hires.
- 30 salaried new hires.

Training Time Line:

June 1, 1987 – June 1, 1989. Length and number of training sessions will vary as designed plan requires.

Resources:

- Firestone Des Moines Plant employees (supervision and bargaining unit).
- Firestone Consultants (retired and corporate employees, other).
- Des Moines Area Community College Economic Development Group (staff, faculty, other).
- Progressive Manufacturers (local, national).

Budget:

$775,000

Training Plan

- **General Training** provides specific corporate information that all employees should be knowledgable of.

  Examples: plant orientation, safety, problem solving, statistical process control, 'Right to Know', needs assessment.

- **Job Specific Training** provides classified job information and experience on techniques to assure a properly trained worker prior to productivity measurement.

  Examples: #5 Banner operation, forklift operation/maintenance, tire trimmer, electrician.

- **On Job Training** provides basic job practice to increase productivity by enhancing skills and self assurance, to reduce errors and job turnover.

II. Economic Development Grants – Department of Education

- Interpersonal Skill Training 16 hours – 60 workers.
- Advanced Welding 48 hours – 60 workers.
- Motors and Motor Control – Safety and Troubleshooting 64 hours – 120 workers.

III. Private Contract

- Vertical Millworking 64 hours – 5 workers.
- Statistical Process Control
- Forklift Safety/Maintenance

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